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BOOK DEPARTMENT.

CONDUCTED BY PRINCIPAL C. H. THURBER.

Institutes of Education, Comprising an Introduction to Rational Psychology. Designed (partly) as a Text Book for Universities and Colleges. By S. S. LAURIE, M.A., LL.D., Professor of the Institutes and History of Education in the University of Edinburgh. Macmillan & Co.: New York and London, 1892.

Professor Laurie is well known to students of philosophy by his works on Metaphysics and Ethics and to students of education by his volumes of Addresses, Lectures and Essays on educational themes. His writings show him to be a man of great independence and unusual originality of thought, having a thorough knowledge of the history of educational theory, and no little acquaintance with the educational practice of the modern world. He is characterized by the resoluteness with which he applies principles to practice. Of the present volume he bluntly says that it is "a practical application of my books on Metaphysics and Ethics." The "practical" educationist may be disposed to shut the book at this passage in the Preface. Yet he would make a great mistake. For there is no doctrine of education—and some doctrine underlies all talk on the subject—but implies a theory of mind. The "Rational Psychology" on which Professor Laurie bases his *Institutes of Education* has for its cardinal tenet the free self-activity of mind. "In the education of both the rational and ethical nature, Will is the distinguishing characteristic of man" (p. 212). Nor is it easy to see what kind of a theory of education could be built upon Sensationalism, which denies the activity of reason, or upon Automatism, which denies the activity of the Will. The great merit of Professor Laurie's book is that he explores all mental states and operations in the light of his conception of mind as self-activity and then extracts from the results a *Methodology of Education*. (There is an excellent summary of it on pp. 182-7.) As teaching is simply helping the mind to perform its function of knowing and growing, the *Law of teaching* will be found by ascertaining how mind naturally knows and grows. This is accomplished with great success, though perhaps with a little too much technical phraseology, in Part II (pp. 53-179).

But besides method, a theory of education includes the questions of end, of educative process, and of materials of instruction. The author holds "that the supreme end of education is the ethical life" (p. 27),—which embraces both the moral and the spiritual (or religious) life. This view appears to be one-sided; and in practice Dr. Laurie furnishes a verification of it only in the short chapter on *Ethical Education* (pp. 199-214). The educative process receives scant consideration, though one sees that Dr. Laurie could have written wisely upon it. What he says of the materials of instruction (pp. 35-39, 196-8) is so good that one regrets there is so little of it. I may, however, refer the reader to his "Theory and Curriculum of the Secondary School" in his *Teachers' Guild Addresses*, and to "Liberal Education in the Primary School" in his *Occasional Addresses*, as also to his book on *Language and Linguistic Method in the School*. The present work is to be criticized, not only for its omissions but also for its repetitions. It is clearly made up of extracts from the author's university lectures; and the selections are sometimes arbitrary. A discussion on the educational value of different subjects of study is omitted because it "extends over five or six lectures, which would too much encumber this book" (p. 41)! Similarly of "twenty-five lectures" on Method (195 *n*)! On the other hand the last half of the book repeats somewhat from the first, and the point of view has occasionally changed. On p. 185 it is said that "training and discipline is greater than knowledge," though on p. 43 this had been denied. The writer might also be criticized for introducing into this volume an appendix of 20 pages and a good many scattered notes besides on subjects purely metaphysical: they are "to be omitted by students of education" (VI)! 'Tis a pity the space had not been added to the chapter on School Management, which is now only five pages.

With all its faults of perspective, arrangement, and omission, the book is nevertheless one of the greatest value on the Philosophy of Education. It derives sound and valuable principles and maxims of education from a just and profound analysis of mind. The author is master of his subject, and his spirit will prove an inspiration to every teacher who comes in contact with it.

J. G. Schurman.

Greek Lessons. Part I, The Greek in English. Part II, The Greek of Xenophon. By THOS DWIGHT GOODELL, Assistant Professor in Yale University. Henry Holt & Co. New York.

For several years the battle against Greek has been more aggressive. The fiat, "Greek must go," has come from sources high and low, all more or less authoritative. Presidents of colleges and professors, judges, divines and editors have joined in the cry, and still Greek stays. The policy of throwing it out of